 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Garrett Hodgkins** **Lesson #: 6 Facet: Self- Knowledge**  
**Grade Level: 9-10 Numbers of Days: 2**  
**Topic: Huckleberry Finn**  
  
**PART I:**  
  
**Objectives**  
Students will understand that there are larger themes of racism throughout the text  
  
Students will know racism, theme, plot, satire  
  
Students will be able to be aware of the theme underneath the writing style  
  
**Product: Google Doc**  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:** *determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details provide and objective summary of the text.*  
  
  
**Rationale:**During this lesson students will have finished Huck Finn and should have a full understanding and mastery of the book and its themes, this lesson will work to test that.  
  
  
**Assessments**  
  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I will use 3-2-1 understanding to make sure that during the lesson students have a grasp on what they are supposed to be understanding.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
students and their peers will use a checklist ton ensure that their Google Doc meets all required areas. I will use the same checklist to score the students work  
  
**Summative (Assessment of Learning):**  
Google Doc: students will work together on a Google doc to show specific instances where Twain's style helps develop the theme. Points will be awarded for good, cited, examples in the book where the theme is enlarged by Twain's style  
  
**Integration**  
**Technology:**The Google doc will be good use of a type II technology as it will have students working collaboratively over the web.  
  
  
**Content Areas:**As with every other lesson in this unit History will be applicable.  
  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use a planning chart in order to express situations where the major theme comes out under the satire writing style. Also, students will use a round table consensus in order to ensure all students leave the classroom with the same idea of theme and satire.  
  
**Section II – Groups and Roles for Product**  
Students will work on the Google Doc in groups of 2-4. All students will have a part in writing and editing the product.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** in the round table consensus section of class students conference and speak with their own table, giving them the chance to verbalize their own ideas about the themes of the text, and how Mark Twain uses satire to emphasize these themes.  
**Logic:** Students will use a planning chart in order to set up an outline for their Google doc that outlines specific areas where the theme is prevalent.  
**Visual:** The graphic organized planning chart gives the student an opportunity to put his/her thought to paper in an organized fashion. s/he gets to visualize his own ideas.  
**Kinesthetic:** Students will come to the board and write different ideas they formed on their own flow charts. Also, there will be an activity where students organize the ecents of the book in chronological order, according to the slips of paper I hand out. All students will be standing and moving abotu during this activity.  
**Interpersonal:** The google doc project is a 2-4 person group project, giving students the chance to organize and speak with one another.  
**Intrapersonal:** During the forming of each planning chart each student gets time in class to reflect on the themes and satire in their own way.  
  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**Absent students will receive an email from me containing attachments to the rubric and handout for the google docs as well a an overview of what the project requires. They will also learn the names of their group partners.  
  
  
**Extensions**  
  
**Type II technology:**Google Doc  
  
  
**Gifted Students:**Students will have the option of working alone if they like, which will demonstrate fully their understanding of theme and satire.  
  
  
**Materials, Resources and Technology**

1. Google Doc Checklist
2. Planning Chart

**Source for Lesson Plan and Research**  
  
All prior knowledge needed for this lesson comes from my own reading of Huckleberry Finn and my own understanding of themes and satire.  
[Planning Chart](http://www.eduplace.com/graphicorganizer/pdf/planning.pdf)  
[Huckleberry Finn](http://etext.lib.virginia.edu/toc/modeng/public/Twa2Huc.html)  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
**Day One:**

* Students will come into class and take their seats. We will go over the reading from the night before as well as any additions to time-lines (10 mins)
* I will hand out the planning chart to students and instruct them to use it to build a logical order of how events and characters expressed the themes found in the novel, as well as where satire was used. (15 mins)
* Students will do a round table consensus in order to share their own views. ( 15 mins)
* I will hand out the checklist for the Google Doc product as well as introduce the students for it. The students will then split into groups and brainstorm and work on it for the rest of class. ( 40 mins)

**Day Two:**

* Students will work on their Google Doc for the entirety of class (70 mins)
* Students will hand in their Google Doc at the end of class, and I will give a closing statement to Huck Finn. (10 mins)

Students will understand that there are larger themes of racism throughout the text.Being able to work out what someone means underneath their base words is very important, and that is a skill that can be learned used after school. *Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details provide and objective summary of the text.*In order to hook students we are going do a quick exercise where I am going to make a few vague statements with specific body language. The students will have to try to grasp some deeper meaning from what I am saying and doing, although there will not be any correct answers. It is hoped that this will show them that many conclusions can be drawn from words and that it is important to know how to do so accurately.  
**Where, Why, What, Hook Tailor:**Interpersonal, Verbal, Visual.  
  
Students will use a planning chart in order to express situations where the major theme comes out under the satire writing style. Also, students will use a round table consensus in order to ensure all students leave the classroom with the same idea of theme and satire.  
I will use 3-2-1 reflections in order to make sure that all students are able to reflect on the major themes in the book. If a student still seems unsure about what the major themes are I am going to suggest to them that it may be prudent that they spend some after school time with me, as we have reached the end of the book and have had extensive discussion over the novels themes.  
  
**Equip, Explore, Rethink Tailor:** Logical, Intrapersonal, Interpersonal, Verbal, Visual.  
  
Students will be able to be aware of the theme underneath the writing style. Students will be working on a Google Doc with other student's in order to display that they understand the themes, how Twain used his writing style to develop those themes, and how the themes developed over the course of the novel.Students and their peers will use a checklist to ensure that their Google Doc meets all required areas. I will use the same checklist to score the students work.  
  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Interpersonal, Intrapersonal  
  
  
Students will assess themselves and their peers in this lesson using the same checklist that I will use. In order to check for understanding along the way I will use 3-2-1 reflections. For any students that seems to be having trouble with understanding, they will have a chance to have one on one time with me. This lesson deals with the homework because as was with all of the other lessons the students could have no understanding of the books themes,events, and characters without first having read the book.  
  
**Evaluate, Tailors:**Intrapersonal, Interpersonal.  
  
  
**Content Notes**  
  
Students will know racism, theme, plot, satire ( see previous lesson plans, by now the students will have an understanding of these words as much of the unit depends on that)  
  
  
  
**Handouts**

1. Planning Chart
2. Checklist for Google Doc

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** This will appeal to Clipboards as they will have a checklist that tells them exactly what they need to have done and what details they need.  
  
  
***Microscope:*** Since the final project is all about analyzing themes and how Mark Twain used them it will very much appeal to microscopes.  
  
  
***Puppy:*** For this final project students get to choose who they work with in a group. Hopefully this will appeal to puppies as they can work with people they are comfortable around.  
  
  
***Beach Ball:*** This lesson will not be the most appealing to beach balls as it does not allow much room for creativity. The have a guide lined checklist, as well as a set essay.  
  
  
***Rationale:*** Through group work, analyzing themes, and the detailed checklist this lesson will appeal to most learning styles.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:*** There will be no true formative assessment only the 3-2-1 reflection to check for understanding as well as my supervision as they are working on their Google Doc.  
  
  
***Summative:*** The Google Doc will test the students knowledge of satire, themes, and how both of this coincide to develop the novel.  
  
  
***Rationale:*** Students will be adequately tested on their knowledge and mastery of themes through the Google Doc final product.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Students will know racism, theme, plot, satire  
  
  
***MLR or CCSS:***  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:** *determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details provide and objective summary of the text.*  
  
***Facet:***Self-Knowledge  
  
***Rationale:*** Students will be able to display that they have knowledge of themes and satires. They will ahve to show that they can pull underlying themes from words.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** in the round table consensus section of class students conference and speak with their own table, giving them the chance to verbalize their own ideas about the themes of the text, and how Mark Twain uses satire to emphasize these themes.  
  
**Logic:** Students will use a planning chart in order to set up an outline for their Google doc that outlines specific areas where the theme is prevalent.  
  
**Visual:** The graphic organized planning chart gives the student an opportunity to put his/her thought to paper in an organized fashion. s/he gets to visualize his own ideas.  
  
**Kinesthetic:** Students will come to the board and write different ideas they formed on their own flow charts. Also, there will be an activity where students organize the ecents of the book in chronological order, according to the slips of paper I hand out. All students will be standing and moving abotu during this activity.  
  
**Interpersonal:** The google doc project is a 2-4 person group project, giving students the chance to organize and speak with one another.  
  
**Intrapersonal:** During the forming of each planning chart each student gets time in class to reflect on the themes and satire in their own way.  
  
***Type II Technology:*** Google Doc  
  
***Rationale:*** Through the use of the google doc, planning chart, and group method most intelligences will be catered to.  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** This lesson plan engages students in the real world through their own knowledge of themes in novels, and how they can translate to real life. It promotes collaboration and inventiveness through the google doc.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** Students will be using the Google Doc as a digital tool to promote learning as well as reaching out to different learning styles and intelligences. It also serves as the summative assessment which varies since they can be a writer or editor.